



# STATE OF IOWA

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DEPARTMENT OF EDUCATION  
JUDY A. JEFFREY, INTERIM DIRECTOR

**Please distribute to all district and area education agency personnel who have responsibility for Comprehensive School Improvement Plans, Annual Progress Reports, and federal programs funded through the Elementary & Secondary Education Act**

DATE: September 16, 2004  
TO: Administrators of Iowa Public School Districts  
FROM: Judy Jeffrey, Interim Director  
SUBJECT: Update on No Child Left Behind Requirements

This memo is intended to provide annual information to public school districts of the requirements included in the federal legislation, No Child Left Behind (NCLB). Although this memo is long, it is important that each section is read carefully because the Iowa Department of Education (DE) continually updates the components. Information for which we have received questions from the field or clarifications from the United States Department of Education (USDE) is added each year.

## **Iowa's Plan**

The federal government required each state to submit consolidated plans that detail how each state will implement NCLB. Iowa's consolidated plans are located at <http://www.state.ia.us/educate/ecese/nclb>, at the document tab. This is the DE's Web site with information addressing NCLB. A Frequently Asked Questions (FAQ) section is available for your questions about NCLB and/or specific programs at [https://www.edinfo.state.ia.us/tcdiscussion/faq\\_post.asp?q=4](https://www.edinfo.state.ia.us/tcdiscussion/faq_post.asp?q=4)

## **What are the federal requirements for school districts and Iowa?**

### **NCLB Requirements 2004-05 School Years**

- 1. NCLB Annual Goals.** All public schools and school districts in Iowa are held accountable to meet annual measurable objectives (AMOs) in reading and mathematics at grades 4, 8, & 11. When a school or district does not meet the AMO for one year, it is referred to as not making adequate yearly progress (AYP). Annual measurable objectives are required annual goals in the state's trajectory to reach 100 percent proficiency for all students by 2013-2014. The goal of 100 percent proficiency is required under the NCLB legislation. Proficiency in Iowa is determined through the scores achieved on the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED). A confidence interval of 98 percent and safe harbor may be applied to the AMO by the state. Information on these two processes can be located at <http://www.state.ia.us/educate/ecese/nclb/doc/ayptp.doc>. If AYP is not met for two consecutive years, the school/district will be labeled as a school in need of assistance (SINA). Adequate yearly progress also includes the other academic indicators of graduation rate (high school) and average daily attendance (elementary and middle schools). Also included in the designation is the requirement that at least 95 percent of all students must be tested.
- 2. Schools (Buildings) in Need of Improvement (NCLB Definition).** Any public school in Iowa may be identified as a SINA. Title I schools identified as a SINA by the state and district will have a support team composed of area education agency (AEA) staff assigned to the building to assist in defining needs, preparing an improvement plan and budget that must be approved by the DE. If schools do not wish to access the services of the team, the district must demonstrate to the DE that technical assistance will be provided to the identified buildings. Districts must also notify their community of the school identification and efforts being taken at the school and district level to improve student achievement at the school site; and if

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the schools are Title I schools, they must offer public school choice in their district during the time the school is identified. When a Title I school does not make AYP goal for the third consecutive year, supplemental services must be offered. This information must be included in the school report card referred to in Iowa as the Annual Progress Report (APR). (Specific actions to be followed for parental notification, choice, and supplemental services have already been sent to the schools identified for the 2004-05 school year.) When school choice and supplemental services are required, there must be a 5 percent set aside for each sanction with a maximum of 20 percent at the district level for Title I identified schools. Once a building is identified, it must make AYP for two consecutive years before the SINA designation can be removed. Achieving AYP for one year provides a delay status in additional sanctions but the building remains identified.

For the 2004-2005 school year, Iowa is transitioning to annual data for AYP decisions; therefore, the state will be reverting to the original starting points, state trajectories, annual measurable objectives, and intermediate goals that were established in the January 31, 2003, state workbook submission.

As such, the new starting points are as follows:

Grade Level	Reading	Mathematics
(3-5)	64	62
(6-9)	60	58
(10-12)	69	69

In addition, revised annual and intermediate goal trajectories will be posted on the DE's Web site under NCLB/Documents.

The state will prepopulate a web-based collection system with the annual student achievement data required for building and district identification. Districts will continue to add any additional data required for identification and provide verification of data to the state for AYP. A school building must meet the AMOs for reading and mathematics for all grades and subgroups required by law that reside within the building.

3. **District In Need of Improvement.** All districts receive Title I funds in Iowa; thus, they are subject to the requirements of meeting AYP. A school district must meet AYP for reading and mathematics separately. Adequate yearly progress must be met by all grades required for testing and subgroups within these grades. A district can determine its AMO from the tables at <http://www.state.ia.us/educate/ecese/nclb/doc/tg0307.xls>. If AYP is not met for two consecutive years, the district will be labeled as a district in need of improvement. Adequate yearly progress also includes the other academic indicators of graduation rate (grades 9-12) and average daily attendance (grades K-8). This designation requires a school district to file an improvement action plan with the DE. This action plan is contained within the Comprehensive School Improvement Plan (CSIP) with a required addendum to meet the requirements of NCLB. Districts identified for the 2004-05 school year will be notified of the additional requirements through a separate mailing directly to the districts. This addendum must be filed by November 15, 2004. Districts must also set aside 10 percent of Title I funds for professional development. An LEA can be identified for corrective action when it has not achieved their AYP for four consecutive years.
4. **Assessment, Participation, and Reporting.** Assess all students in grades 4, 8, and 11. No Child Left Behind requires that all students be tested if they are enrolled in school on the day of testing. Testing windows for ITBS and ITED are established by Iowa school districts in accordance with Iowa Testing Programs' guidelines. It is expected that a school building and the district can report results for all district enrolled and open enrolled students. The AYP report must include the number of students not tested and report by grade levels and content areas and then by the subgroups of gender, race/ethnicity, Individualized Education Program (IEP), migrant, socioeconomic status (SES), and English language learners (ELL). The number of students in a subgroup for proficiency (AMO) is 30.

Scores reported must be the scores that are established on the first time the test is taken within a school year. If a school or district administers an Iowa test for a second time within the same school year, the scores from the first administration are those that count for accountability purposes. Scores for AMO are only counted if the student has been in attendance for a full academic year (See item No. 6). Scores of students for AMO are returned to the district of residence, except for open enrollment. Please refer to the decision matrix located at <http://www.state.ia.us/educate/ecese/nclb/doc/decisionmatrix.pdf>.

Districts will be provided \$6 per student for assessment-related activities. These assessment and accountability funds may be used to defray costs related to assessment system development, including purchase of assessments utilizing multiple formats and approaches; professional development regarding test administration, interpretation, and use of results; and development and maintenance of data management systems. When purchasing assessments, it is important to remember that not all students respond to a single format in the same way. As such, utilizing multiple formats not only provides opportunities for students to demonstrate their achievement in different ways, but also enables a district to assess standards and benchmarks that might be limited by a traditional selected response format. An allocation table and budget forms will be posted to the DE's Web site under NCLB Title VI (A). Funds will be allocated based on the 2003-04 Basic Educational Data Survey (BEDS).

5. **Ninety-five Percent Participation Rate.** Accountability for schools, districts, and states is based on student growth according to an AYP formula. For accountability purposes (label of school, district, or state in need of improvement), there must be at least a documented 95 percent participation rate at the school and district level on the ITBS and the ITED for the entire grade level and the subgroups that must be tested. This 95 percent participation rate includes the students with IEPs who are taking an alternate assessment and students who attend alternative schools. Growth (AYP) will be measured for the entire group, subgroups of racial/ethnic, SES, IEP, ELL and for the subjects of reading and mathematics (grades 4, 8, & 11 until 2005-06). The number of students in a group held accountable for participation rate is 40.
6. **Full Academic Year.** For accountability purposes under NCLB, a full academic year will be determined for each individual student who was enrolled on the first day of the testing period for ITBS and ITED in the previous school year and enrolled through the academic year to the first day of the testing period for ITBS and ITED for the current school year. Answer sheets for ITBS and ITED can be coded with this information for the 2004-05 school year. When a grade level included in testing for accountability is the first grade level in a building, full academic year (FAY) will be determined by each student's enrollment status in the district on the first day of testing the previous year, whether or not the student took a test.
7. **Subgroup Coding.** All students must be documented through a subgroup report. Coding for subgroups is completed on the Iowa test answer forms. If students code in a category that is not considered one of the five racial/ethnic categories recognized by the USDE for accountability, the district, when reporting scores for AYP accountability, must place the student in one of the five categories for AYP accountability. The five categories are: African American, Asian, Hispanic, Native American, and White.
8. **Notification to Parents Concerning Highly Qualified Teachers/Paraprofessionals (Appendix A).** All districts receiving Title I funds must notify parents in Title I funded buildings that they may request information on their child's teacher qualifications. Information, at a minimum, must be provided that addresses the licensing requirements for the position held by the teacher, the licensure status, and educational background of the teacher. The availability of this information must be included in a formal notification through a newsletter, notes to parents, etc. Suggested wording for the notification is included in Appendix A. If the child also receives services from an instructional paraprofessional, the parents should be notified and informed of the paraprofessionals qualifications upon request.

When any child is provided a substitute teacher for four consecutive weeks in a building that receives Title I funds and the substitute does not meet the highly qualified teacher definition, then the school must notify parents of this situation.

9. **Highly Qualified Teachers (Appendix B).** Report the number of "highly qualified" teachers on the spring BEDS report. Any teacher hired after the first day of the 2002-03 school year and supported by Title I (A) funds must be "highly qualified." This information can be found at <http://www.state.ia.us/educate/ecese/nclb/doc/housseproc.doc> or Appendix B. Each local education agency (LEA) receiving Title I funds must have all teachers in core academic subjects highly qualified by 2005-06. The core academic areas are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. These areas apply to all elementary and secondary teachers who are teaching in facilities or buildings under the authority of the local school district. A special education teacher who teaches any of these academic areas must either have the state required endorsement for the subject area or the academic subject (curriculum) must be considered under the supervision of a teacher who is licensed appropriately for the academic area. If an LEA does not have all

teachers in the core academic areas currently highly qualified, the LEA must develop a plan to ensure that all teachers will be highly qualified by 2005-06. This plan must be on file at the local district level. Title II (A) funds may be used to assist teachers in becoming highly qualified.

- 10. Paraprofessionals.** Ensure that paraprofessionals hired after January 8, 2002, in Title I funded buildings meet the new standard of quality. <http://www.state.ia.us/educate/ecese/asis/ibp/para/index.html> If the building is a school-wide building, this applies to all instructional paraprofessional staff. If the building is a targeted assistance building, this applies only to Title I funded instructional paraprofessional staff. The information on qualified paraprofessionals is collected on the Title I applications.
- 11. Professional Development.** Provide professional development that incorporates scientifically-based research into Title I targeted assistance & schoolwide programs, Title II, Title III, and Title IV (A) Safe & Drug Free School programs. Additional assistance for high quality professional development is located at <http://www.state.ia.us/educate/ecese/tqt/tc/doc/ipdm02.doc>. Federal funds most commonly used to increase the proficiency of students in reading and mathematics are Title II(A) and Title V.
- 12. Reporting Professional Development.** Report the percentage of teachers receiving high quality professional development that is research-based and aligned to achievement needs of students. Professional development must provide teachers scientifically-based instructional strategies in the areas of reading and mathematics. Each district must use the enclosed form to report the percentage of teachers for the 2003-04 school year (Appendix C). **This form must be returned to the DE by October 8, 2004.** In the future, the DE will include this information on the BEDS report.
- 13. Reading Instruction.** Incorporate the following components in Title I reading instruction: phonics, phonemic awareness, fluency, vocabulary, and comprehension. Additional information on these components can be located at <http://www.state.ia.us/educate/ecese/is/rf/documents.html>.
- 14. Standards and Benchmarks.** Each local school district is required to have standards and benchmarks or grade level expectations at grades 3, 4, 5, 6, 7, 8, and 11 for reading and/or language arts, mathematics, and science. Core content standards and benchmarks corresponding to the ITBS and the ITED must be incorporated into local standards and benchmarks. Information is located at <http://www.state.ia.us/educate/ecese/nclb/doc/ccsb.doc> and <http://www.state.ia.us/educate/ecese/nclb/doc/gleit.doc>.
- 15. National Assessment of Educational Progress (NAEP).** A document comparing skill levels on the NAEP with the ITBS and ITED can be found at <http://www.state.ia.us/educate/ecese/nclb/assessments.htm>. Any school that is randomly selected by the National Board to participate in NAEP must test students or the district will be subjected to a loss of Title I funds.
- 16. English Language Learners (ELL) Academic Proficiency.** All ELLs, regardless of time in a language instructional program and level of proficiency in English must be assessed annually in the areas of reading and mathematics. There is some flexibility for recently arrived ELLs (those who have been enrolled in U.S. schools for less than 10 months); for one test administration. For recently arrived ELLs, LEAs could use the reading score from the English language proficiency test. Recently arrived ELLs are still required to take the district-wide math assessment.
- 17. ELL Students' English Proficiency.** All ELLs (K-12) must participate in the English language proficiency testing of their listening, speaking, reading, and writing skills each year. "Comprehension scores" are required, but there is no separate test for comprehension. It is a combination of scores. At the present time, assessments to be used for showing growth are in development. Continue to use the assessment currently in use by the district and wait for additional guidance from the DE. Districts are required to report the percentage of ELL proficiency each school year. This data is collected as part of Project EASIER.
- 18. Language Library.** No Child Left Behind requires school districts to provide information in an understandable and uniform format to the extent practicable in a language the parent can understand. Districts may access the Language Library at <http://www.mynclb.com/> The TransACT NCLB Parent Communication Center is a comprehensive suite of online services for school district personnel that integrates these services:

- Translation Library of General Education forms in 22 languages (also known as the Iowa Language Library)
- NCLB Parent Notifications in English, plus Accountability and Compliance Guides

**19. ELL Students Count.** Report the number of languages present in the school district's student population as part of Project EASIER.

**20. Students with Disabilities – District-wide assessments.** All students with an IEP must be assessed in reading and mathematics. The majority of students with an IEP are able to participate in the Iowa Tests with or without accommodations. This participation is determined by the IEP team. The guide to accommodations is at <http://www.state.ia.us/educate/ecese/cfcs/idea/aasd.html>

**21. Students with Disabilities – Alternate Assessment.** Students with Disabilities – Alternate Assessment. Students who are unable to participate in the regular district-wide assessments must be provided the opportunity for an alternate assessment. The IEP team makes this determination. Iowa's alternate assessment process consists of a body of evidence (portfolio), which measures student performance relative to at least one reading and one mathematics standard. Teachers collect evidence from three different methodologies (Review, Observe, and/or Task). Each portfolio must include at least three pieces of evidence for reading and at least three pieces of evidence for math. Students in grades 4, 8, and 11 are included at the present time.

For those students using the portfolio process to demonstrate achievement through the alternate assessment, March 31 will be the "official" due date for the alternate assessment (i.e., due date for completion of portfolios and date for FAY determinations). If a student is enrolled, even if not for a FAY, teachers are to collect evidence for a portfolio and submit it for scoring (this way, the student will count in the participation rate). If a student moves during the year, the portfolio must follow the student to the new district. Those who were continuously enrolled from the prior March 31 will be counted as having been enrolled for a FAY, and those results will be included with the AMO determinations.

Scores from the alternate assessment results are included in the total percentage of students who are deemed proficient at the school and/or district level. An executive summary of the alternate assessment is at <http://www.state.ia.us/educate/ecese/cfcs/altassess/index.html>

No more than 1 percent of the combined sum of the students tested in grades 4, 8, & 11 can be included in the alternate assessment proficiency results for the school or district. If the number of students taking the alternate assessment exceeds the district's 1 percent level as prescribed above then the district must request an exception from the DE. This exception must be filed with the Division Administrator, Early Childhood, Elementary and Secondary Education, Grimes State Office Building, Des Moines, Iowa 50319 before alternate assessment portfolios are collected each year (April 1) so the DE can determine if the request for the exception is valid. The district can also file an appeal with the DE after AYP decisions for the school and/or district are made final.

**22. Out-of-Level Testing.** One of the accommodations that may be decided by an IEP team for students with disabilities is to provide the test in reading and/or mathematics at a grade level below the student's peers. Although this option is permissible, current guidance from the USDE indicates that any students tested below their grade level peers may count toward participation rate but must be counted as non-proficient. Therefore, it is recommended that any student who can participate with his/her grade level peers in the assessment is better served to take the test on grade level rather than out of level. Students may still take assessments at grade levels above their grade level peers and be counted as proficient if their scores indicate such.

**23. Free and Reduced Lunch Status.** As districts and buildings continue to implement programs, strategies, and efforts to improve the academic achievement of all students, there is continued emphasis on the students who comprise a subgroup membership. The National School Lunch Act established requirements and limitations regarding the release of information about children eligible for free and reduced price meals. The names of individual children certified for free and reduced price meals and the child's eligibility status can be released to persons directly connected with the administration or enforcement of a federal or state education program. These programs include Title 1, the National Assessment of Educational Progress, Carl D. Perkins Vocational and Technical Education Act of 1998 or NCLB. Eligibility status may be disclosed for these purposes only, without parental consent. Release of the information for any other purpose (i.e.,



eligibility for camp scholarships, holiday baskets, or student fees) requires a signed waiver from the parent or guardian. Students who receive free or reduced meals must have their eligibility status protected from public disclosure. There are financial penalties associated with any unauthorized disclosure of the status of students eligible for free and reduced price meals. As districts strive to meet the needs, all district staff must remember these confidentiality requirements. This does not mean that teachers and principals cannot know who is eligible if the needs under NCLB meet the above guidelines. However, all staff must remember that free and reduced eligibility cannot be shared in any public manner that would cause embarrassment or identification of an individual student or family to other students, staff or the public and can only be used for authorized purposes.

24. **Safe Schools.** Iowa did not identify any schools as unsafe according to the rules adopted by the State Board of Education. **All student victims of violent crime as identified by the state must be provided the opportunity to transfer immediately to another public school building within the public school district. All students and their parents must be informed of this option if transfer options are available.** Data required for the safe school requirement is collected on the BEDS. The information regarding safe school criteria and the violent crime definition is at <http://www.state.ia.us/educate/ecese/nclb/legis/chapter11.doc>
25. **Suspension and Expulsion.** Report the suspension and expulsion of all students on the spring BEDS. Suspension will only cover out-of-school suspensions of 10 days or more, not in-school suspensions. Guidance is provided on the form to assist in reporting.
26. **Graduation Rate.** Report graduation rate on fall BEDS. This graduation rate will be compiled at the state level from the BEDS data and reported to each district. The DE will continue to provide this information directly to each school district until the state student management system is in operation for four years.
27. **Title IV (A) Indicators.** Report progress on Title IV (A) Safe and Drug-Free Schools indicators. Local education agencies must report progress on the performance indicators they identified last school year on the Title IV(A) budget application.
28. **School Report Card (in Iowa—District APR).** Submit a school report card (APR) to the local community, the AEA, and the DE before the beginning of the school year that meets federal and state requirements. The DE plans to have this report available through a Web-based reporting system for the 2004-05 school year. Although it is expected that the APR will be Web-based for state reporting purposes, it is still the responsibility of the district to provide the APR in an understandable and uniform format, in more than one format, and to the extent practicable, in a language that parents can understand. Please refer to No. 18 for assistance. The APR must be provided to all parents and guardians of students in the school system and must contain all required building-level data.
  - This report must include both the number and the percent of schools identified as a SINA and the name and length of time for the identification of each school.
  - Information must also be provided that informs the community of the actions being taken to improve academic achievement in identified SINA.
  - Graduation rates (disaggregated).
  - Percent of students not tested by grade level and content area (disaggregated).
  - Percent of classes taught by highly qualified teachers.
  - Attendance indicator for elementary schools.
  - Percent of students in each achievement level in reading and mathematics on the ITBS and the ITED.
  - Achievement data should be disaggregated by race/ethnicity, gender, disability vs. non-disabled status, migrant status, English proficiency status, and economically disadvantaged vs. students who are not economically disadvantaged.
  - Other academic indicators, graduation rates or average daily attendance rates compared to state averages, as appropriate, and disaggregated, as appropriate.
  - Information on standard error of measures of ITBS and ITED that will be provided to each LEA.

**The DE will issue the APR checklist for all requirements in the spring of 2005.**

**29. E2T2** To help ensure accountability for Enhancing Education Through Technology Funds available under Title II (D), LEAs and eligible local entities must develop a process and accountability measures to evaluate the extent to which activities funded under the program are effective in:

- Integrating technology into curricula and instruction
- Increasing the ability of teachers to teach
- Enabling students to meet challenging district standards

The majority of districts are part of an AEA consortium and all reporting requirements for E2T2 are being handled by the consortium. Any district that is not part of a consortium will receive information directly from John O'Connell, Technology Consultant with the DE.

### **NCLB Requirements 2005-06 School Year**

- 30. Reading and Mathematics Assessment: Additional Grades.** All students in grades 3 through 8 must be assessed on reading and mathematics standards. All districts must use the ITBS or be prepared to demonstrate that any other tests are valid and reliable and aligned to the core content standards and benchmarks corresponding to the ITBS. These other tests will also need to demonstrate score scales that equate to the ITBS score scales and be approved by the DE.
- 31. Reading and Mathematics Assessment: Data Reporting.** Assessment information for grades 3 through 8 and grade 11 must be reported to the public and the DE. Information must continue to be disaggregated by gender, race/ethnicity, SES, IEP, migrant, and ELL. Grade level information will be collapsed into an attendance center goal for reading and mathematics. The grade levels that will be collapsed will be the grade levels that are housed in the attendance center. At the same time, all students within a subgroup will be collapsed across the grade levels housed in the attendance center for reading and mathematics. This will mean that the number for a subgroup of 30 for AYP will be across grade levels rather than at just the grade level tested.
- 32. Highly Qualified Teachers.** All teachers in core academic subjects (English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) must meet highly qualified requirements. This means the teacher has fully met the state licensing requirements that apply to the assignments of the teacher and they meet the requirements of Iowa's High Objective Uniform State Standard of Evaluation (HOUSSE) (Appendix B). This applies to every school district in Iowa (K-12).
- 33. Paraprofessionals.** All instructional paraprofessionals hired with Title I funds in targeted assistance buildings and all instructional paraprofessionals in Title I school-wide programs must meet highly qualified requirements. Any paraprofessional working in a Title I school-wide program prior to January 8, 2002, must meet highly qualified requirements by the 2005-06 school year.
- 34. Academic Science Content Standards.** Every district must have in place science content standards in science for elementary (grades 3-5), middle (grades 6-9), and high school (grades 10-12). These standards will be submitted to the DE in the fall of 2006.
- 35. Technology Literacy.** Each district receiving E2T2 funds directly or receiving services within a consortium as a result of E2T2 funds must also determine the definition of 8th grade technology literacy. By the fall of 2006, each district must have documentation within the district of the percentage of its 8th grade students who are considered technology literate. Guidance for this definition and reporting can be obtained from your local AEA media director.

### **NCLB Requirements 2007-08 School Year**

- 36. Elementary Science Assessment.** Districts must test all 5th graders in science using the ITBS or have an equivalent test that tests the same standards as those tested by ITBS and meets the validity and reliability requirements determined by the DE. See No. 30.

**What federal programs are included in NCLB?**

Program	Title	DE Contact
<b>Title I, Part A</b>	Improving Basic Programs Operated by Local Educational Agencies	Paul Cahill <a href="mailto:paul.cahill@iowa.gov">paul.cahill@iowa.gov</a>
<b>Title I, Part B</b>	Subpart 1—Reading First	Carlene Lodermeier <a href="mailto:carlene.lodermeier@iowa.gov">carlene.lodermeier@iowa.gov</a>  Jim Reese <a href="mailto:jim.reese@iowa.gov">jim.reese@iowa.gov</a>
<b>Title I, Part B</b>	Subpart 3—Even Start Literacy Programs	Susan Andersen <a href="mailto:susan.andersen@iowa.gov">susan.andersen@iowa.gov</a>
<b>Title I, Part C</b>	Education of Migratory Children	Donna Eggleston <a href="mailto:donna.eggleston@iowa.gov">donna.eggleston@iowa.gov</a>
<b>Title I, Part D</b>	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	Kara Weigel <a href="mailto:kara.weigel@iowa.gov">kara.weigel@iowa.gov</a>
<b>Title I, Part F</b>	Comprehensive School Reform	Laurie Phelan <a href="mailto:laurie.phelan@iowa.gov">laurie.phelan@iowa.gov</a>
<b>Title II, Part A</b>	Teacher and Principal Training and Recruiting Fund	Mary Beth Schroeder Fracek <a href="mailto:marybeth.schroederfracek@iowa.gov">marybeth.schroederfracek@iowa.gov</a>
<b>Title II, Part D-1</b>	Enhancing Education through Technology	John O'Connell <a href="mailto:john.oconnell@iowa.gov">john.oconnell@iowa.gov</a>
<b>Title III</b>	Language Instruction for Limited English Proficient	Carmen Sosa <a href="mailto:carmen.sosa@iowa.gov">carmen.sosa@iowa.gov</a>
<b>Title IV, Part A-1</b>	Safe and Drug-Free Schools and Communities	Linda Miller <a href="mailto:linda.miller@iowa.gov">linda.miller@iowa.gov</a>
<b>Title IV, Part B</b>	21 <sup>st</sup> Century Community Learning Centers	Joe Herrity <a href="mailto:joe.herrity@iowa.gov">joe.herrity@iowa.gov</a>
<b>Title V, Part A</b>	Innovative Programs	Del Hoover <a href="mailto:del.hoover@iowa.gov">del.hoover@iowa.gov</a>
<b>Title VI, Part B and Transferability</b>	Rural Education Achievement Program (REAP)	Mary Beth Schroeder Fracek <a href="mailto:marybeth.schroederfracek@iowa.gov">marybeth.schroederfracek@iowa.gov</a>

**Budget applications for the above programs can be found at**  
<http://www.state.ia.us/educate/ecese/nclb/budget.html>

**Rural Education Achievement Program (REAP).** Alternative use of funds is provided to rural districts to meet specific identified needs. Eligible LEAs may transfer up to 100 percent of NCLB formula grants among four programs (IIA, IID-1, IVA-1, & V(A). Funds may also be transferred into, but not from, Title I-A. Eligibility of districts is determined each year by the USDE and each eligible district is then notified directly by the DE. Approximately 160 districts are eligible for REAP. The transferred funds increase the funding available to the receiving program and are subject to all of the rules and requirements of the receiving program.

**Transferability of Funds for LEAs.** Title VI(A)(2) allows LEAs to transfer up to 50 percent of NCLB formula grants among four programs (IIA, IID-1, IVA-1, & V(A). Funds may also be transferred into, but not from, Title I-A. All LEAs, not covered by REAP and not identified as a district in need of improvement, may take advantage of this flexibility. A district that has been identified for improvement may only transfer up to 30 percent of each fiscal year's funds it receives by formula. If an LEA is identified for corrective action, it may not transfer any funds. Even though a district may transfer 50 percent of the funds into another program, the program requirements for all of the funds still remain because there are still funds attributed to the program. Districts must notify the DE 30 days in advance of any fund transfers. These notifications must be provided in writing to Mary Beth Schroeder Fracek. (See Sample Form – Appendix D)



**Winter Institutes 2005.** Winter Institutes for district teams are scheduled at Carroll on 2/2/05, Cedar Rapids on 2/16/05, and West Des Moines on 3/22/05. Registration for the Institutes is conducted by the School Administrators of Iowa and is a collaborative effort between Iowa Association of Supervision and Curriculum Development, School Administrators of Iowa, and the DE.

**Frequently Asked Questions.** An FAQ for NCLB is maintained at  
[https://www.edinfo.state.ia.us/tcdiscussion/faq\\_post.asp?q=4](https://www.edinfo.state.ia.us/tcdiscussion/faq_post.asp?q=4)

**Appendices**

**Appendix A**

**Sample Parent Notification  
No Child Left Behind Requirement**

**Parents'/Guardians' Rights Notification:**

Parents/Guardians in the \_\_\_\_\_ Community School District have the right to learn about the following qualifications of their child's teacher: state licensure requirements for the grade level and content areas taught, the current licensing status of your child's teacher, and baccalaureate/graduate certification/degree. You may also request the qualifications of an instructional paraprofessional who serves your student in a Title I program or if your school operates a schoolwide Title I program.

Parents/Guardians may request this information from the Office of the Superintendent by calling \_\_\_\_\_ or sending a letter of request to Office of the Superintendent, Street Address, City, State Zip.

**Iowa Criteria  
For Meeting the NCLB Requirements  
For Highly Qualified Teachers  
Or  
HOUSSE  
(High Objective Uniform State Standard of Evaluation)**

All Iowa teachers must meet requirements of the Iowa Administrative Code for their specific teaching assignment. No teacher may be employed by a school district unless they hold a beginning or standard license to teach. Iowa does not grant emergency licensure to individuals who have not completed their baccalaureate degree in a State Board of Education approved practitioner preparation program.

To meet No Child Left Behind (NCLB) requirements, teachers who were first certified to teach in Iowa on or before June 30, 2002, and who retain a valid license, are considered highly qualified in the area of teaching responsibility if they meet the requirements listed below for each level.

These requirements represent the Iowa "High Objective Uniform State Standard of Evaluation" or "HOUSSE" as authorized by the federal program NCLB.

**Admission and Pre-service Levels:**

To be admitted to a teacher education program in Iowa, an individual must achieve a designated score on a basic skills entrance examination. Each candidate must demonstrate proficiency on rigorous standards and competencies through performance on multiple assessments on content knowledge, professional knowledge, and pedagogy. The assessment system of each teacher preparation institution is part of the approval process of the State Board of Education.

All teachers graduate from Iowa approved teacher preparation programs with a baccalaureate degree and have completed coursework equivalent to a major for the endorsements needed for specific teaching assignments. Each teacher candidate must be recommended by the college and complete a background check in order to obtain an initial license in Iowa.

**Beginning Teacher Level:**

Each beginning teacher must successfully complete a two-year sequential mentoring and induction program based on the eight Iowa Teaching Standards. Standard No. 2 of the eight standards requires competence in subject matter or content knowledge. Each beginning teacher is also comprehensively evaluated on the Iowa Teaching Standards. The evaluation must be completed by an educator who has completed evaluator training, has demonstrated competence in the area, and is licensed by the Board of Educational Examiners. The beginning teacher must demonstrate competence on the Iowa Teaching Standards as determined by the comprehensive evaluation in order to be recommended for a standard license.

**Career Teacher Level:**

After July 1, 2005, all career teachers, or those who possess a standard license, will be evaluated on the Iowa Teaching Standards. These teachers must continue to demonstrate competence through performance evaluations conducted at least once every three years by a certified evaluator. Career teachers will develop an individual career development plan that is aligned with the district's long-range student learning goals and the Iowa Teaching Standards by July 1, 2005. Each school district must provide access to professional development opportunities. This access is available through the district's career development plan. This plan is included in the district's Comprehensive School Improvement Plan which must be approved by and placed on file with the Iowa Department of Education. This career plan must align with the Iowa Teaching Standards, student achievement goals, and support the development needs of the district's teachers.

The following chart illustrates a delineation of requirements for each level:

### IOWA'S HIGHLY QUALIFIED TEACHERS

TO BE HIGHLY QUALIFIED, TEACHERS IN CORE ACADEMIC SUBJECTS MUST SATISFY THE FOLLOWING REQUIREMENTS	TEACHERS APPLYING FOR AN INITIAL IOWA LICENSE	CURRENT TEACHERS
A. Degree	Hold a valid baccalaureate degree with an endorsement (equivalent to a major) in specific content areas required for licensure to teach in the state of Iowa.	* Hold a valid baccalaureate degree with an endorsement (equivalent to a major) in specific content areas required for licensure to teach in the state of Iowa.
B. Licensure	State License. All teachers must complete a full academic major or the equivalent for specific content areas required by the state of Iowa. An initial teaching license is issued to all individuals who are new to the profession.	* State License. In order to receive a Standard Teaching License, beginning teachers must participate in a two-year mentoring and induction program and be evaluated by a trained and licensed evaluator who must certify that the teacher is competent on all eight of the Iowa Teaching Standards.  Career teachers (those who have successfully completed their first two years of teaching) must complete six units of continued training to renew their license to teach. These units may be gained through approved professional development programs that emphasize research-based strategies.
C. Subject Matter Competency	<ol style="list-style-type: none"> <li>1. Complete an Iowa approved practitioner preparation program that requires candidates to:               <ol style="list-style-type: none"> <li>a) Pass a standardized test on language arts and math as a condition for pre-admission to a teacher education program.****</li> <li>b) Complete at least one teaching area major or the equivalent.***</li> <li>c) Complete a rigorous performance based preparation program that uses multiple assessments to verify competence in:                   <ol style="list-style-type: none"> <li>(1) Subject matter knowledge at the appropriate level*</li> <li>(2) Pedagogical knowledge at the appropriate level</li> <li>(3) Ability to apply knowledge of content and pedagogy to practice at the appropriate level**</li> </ol> </li> <li>d) Complete a criminal background check.</li> <li>e) Receive higher education institutions' recommendation for state licensure.</li> </ol> </li> </ol> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>1. Complete an out-of-state practitioner program, and</li> <li>2. Receive out-of-state licensure/certification, and</li> <li>3. Meet any Iowa standards that are deficient with the out-of-state preparation and/or licensure.</li> </ol>	<ol style="list-style-type: none"> <li>1. Beginning Teachers (1<sup>st</sup> and 2<sup>nd</sup> year)               <ol style="list-style-type: none"> <li>a) Mentoring and Induction: Complete a state approved two-year, sequential mentoring program based on the Iowa Teaching Standards. Iowa Teaching Standard No. 2 focuses on subject matter content knowledge.</li> <li>b) Evaluation by Approved Teacher Evaluators: Trained and state licensed evaluators evaluate all beginning teachers on the Iowa Teaching Standards. Iowa Teaching Standard No. 2 focuses on subject matter content knowledge.</li> </ol> </li> </ol> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>2. Career Teachers (more than two years of teaching):               <ol style="list-style-type: none"> <li>a) Evaluation by Approved Teacher Evaluators by July 2005, career teachers will be evaluated on the Iowa Teaching Standards. Iowa Standard No. 2 focuses on subject matter content. Evaluations must be conducted by trained and Iowa licensed evaluators.</li> <li>b) Career Development Plans: Beginning in July 2005, career teachers will develop individual career development plans that are aligned with the district's long-range student learning goals and the Iowa Teaching Standards. Iowa Standard No. 2 focuses on subject matter content.</li> </ol> </li> </ol> <p>Additionally, each district must include a career development plan in its CSIP. This plan must be aligned with the Iowa Teaching Standards (Standard No. 2 focuses on subject matter content knowledge), student achievement goals, and the needs of the district's teachers. The Iowa Department of Education must approve the district CSIP.</p>

\*Institutions use a wide variety of procedures and instruments to assess subject matter content knowledge. Examples include: cumulative grade point average, grade point average in the major and/or in the professional education core, unit and lesson plans, required portfolio contents, recommendations by subject area faculty, evaluations by cooperating teachers during field experiences and/or student teaching, etc.

\*\*The ability to apply knowledge of content and pedagogy to practice is assessed during multiple field experiences (a minimum of 50 clock hours prior to student teaching) plus a minimum of a full semester of student teaching.

\*\*\*The equivalent of a major is defined by the state licensure rules for adding an endorsement. In most cases, the endorsement requires a minimum of 24 hours.

\*\*\*\*Pre-admission basic skills test: Each institution must administer a standardized test that assesses candidates basic skills (at least language arts and math). Many institutions use the PRAXIS I test. Candidates must meet or exceed the minimum cutoff score in order to be admitted to a teacher preparation program. Admission is denied to any candidate who does not meet the required score.

NOTE: Iowa teachers are licensed at one of the following levels: early childhood, elementary, or secondary. Middle school teachers complete the middle school endorsement that must be added to either an elementary or a secondary level license.

**HIGH QUALITY PROFESSIONAL DEVELOPMENT 2003-04 DISTRICT REPORT**  
**Title II, Part A, No Child Left Behind (NCLB)**

**DISTRICT NAME**\_\_\_\_\_

\_\_\_\_\_  
Signature of Individual Completing Report

Indicate below the number and percentage of district teachers (including counselors and media specialists) who have received high quality professional development during the 2003-04 school year.

\_\_\_\_\_ Number of PK-12 district teachers (including counselors and media specialists) who have received high quality professional development

\_\_\_\_\_ Percentage of total district teachers (including counselors and media specialists) who have received high quality professional development

**Please return this form to Mary Beth Schroeder Facek by October 8, 2004, by mailing to:**

**Mary Beth Schroeder Facek  
Iowa Department of Education  
Grimes State Office Building  
Des Moines, IA 50319**

**OR**

**Fax to: 515-281-7700**

**OR**

**E-mail to: [marybeth.schroederfacek@iowa.gov](mailto:marybeth.schroederfacek@iowa.gov)**



**High Quality Professional Development  
NCLB - Title IX, Sec. 9101(34)**

(A) includes activities that —

- (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (ii) are an integral part of broad school-wide and district-wide educational improvement plans;
- (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging academic content standards and student academic achievement standards;
- (iv) improve classroom management skills;
- (v)(I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and  
(II) are not 1-day or short-term workshops or conferences;
- (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through state and local alternative routes to certification;
- (vii) advance teacher understanding of effective instructional strategies that are —
  - (I) based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of title II); and
  - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- (viii) are aligned with and directly related to —
  - (I) academic content standards, student academic achievement standards, and assessments; and
  - (II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);
- (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- (xiii) provide instruction in methods of teaching children with special needs;
- (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
- (xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

- (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
- (ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
- (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

## Transferability of Funds for LEAs – REAP

Please read the explanation for this item on page 8.  
Complete this form and return to the contact below.

District Name: \_\_\_\_\_

Contact: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Title program funds are being transferred FROM (check one or more):

- ☐ Title IIA - Teacher Quality
- ☐ Title IID-1 - Technology
- ☐ Title IVA-1 - Safe and Drug Free
- ☐ Title V (A) - Innovative Programs

Funds transferred TO one or more the following programs:

*Amount being transferred:*

- |                                      |       |
|--------------------------------------|-------|
| <input type="checkbox"/> Title I-A   | _____ |
| <input type="checkbox"/> Title IIA   | _____ |
| <input type="checkbox"/> Title IID-1 | _____ |
| <input type="checkbox"/> Title IVA-1 | _____ |
| <input type="checkbox"/> Title V (A) | _____ |

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Iowa Department of Education  
Grimes State Office Building  
Des Moines, IA 50319

OR

Fax to: 515-281-7700

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